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ABSTRACT

Based on the responses of 40 library faculty members to a questionnaire exploring the area of professional development activities, seven policy recommendations on release time for professional development and research were developed by a task force. These recommendations urge (1) recognition by library faculty of developmental opportunities and responsibilities; (2) recognition by the administration of its obligation to further professional development; (3) establishment of a policy for professional development and release time; (4) formal establishment of minimum opportunity levels for professional development; (5) flexible work schedules for library faculty; (6) equality of opportunity for all librarians regardless of work unit; and (7) the provision of resources to support the program. This report analyzes the questionnaires and presents detailed graphs depicting work, research, and professional development time utilization. An appendix presents the questionnaire and tabulated results. (RAA)

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UNIVERSITY LIBRARIES TASK FORCE TO STUDY THE ISSUE OF RELEASE TIME

A REPORT TO THE LIBRARY FACULTY

EXECUTIVE COMMITTEE

November, 1979

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University Libraries Task Force to Study
the Issue of Release Time

Acronyms Used in the Text

ARL Association of Research Libraries

CTS Central Technical Services (in the SUNY-Buffalo Libraries)

HSL Health Sciences Library at SUNY-Buffalo

LAC Library Administrative Council at SUNY-Buffalo

LAW Law Library at SUNY-Buffalo

LML Lockwood Memorial Library at SUNY-Buffalo

PRB President's Review Board at SUNY-Buffalo

SEL Science and Engineering Library at SUNY-Buffalo

SUNY State University of New York

SUNYAB State University of New York at Buffalo

UUP United University Professions (the Union representing faculty and professional staff of the State University of New York)

University Libraries Task Force to Study
the Issue of Release Time

A Report to the Library Faculty Executive Committee

In response to our charge by the Library Faculty Executive Committee, we the members of the Task Force to Study the Issue of Release Time, submit this written report. We will be pleased to meet with you to discuss it if this seems desirable.

Background

Since 1968, SUNY librarians have had the same status as the teaching faculty. This has brought certain benefits for librarians, but it has also meant a corresponding increase in responsibilities. Among these has been the obligation to engage in professional activities of various kinds - committee work, continuing education, research, and publication etc. - in order to contribute significantly to the profession and earn promotion and tenure.

Because SUNY librarians did not win a ten month contract when they gained faculty status, it has never been easy to find the time to engage in additional professional activities while working at least a 37.5 hour week for 11 months each year. The era of retrenchment which began in the 1970's has made this situation much worse. Staff shortages, lack of funds for travel and other kinds of research support (postage, computer time, etc.) have all made it more difficult for the librarian to accomplish primary assigned duties and very difficult indeed to engage in additional professional activities.

At the same time pressure upon librarians to engage in various kinds of research and publishing in a manner similar to teaching faculty has increased significantly. The scrutiny of librarians' professional activities by bodies external to the library (e.g. the President's Review Board) has become considerably more rigorous. This alone is not necessarily a negative development except

that it has increased the pressure to publish and accomplish other professional activities beyond mounting daily work loads at precisely the time when this is becoming more and more difficult.

A Libraries Task Force to Study the Issue of Release Time was, therefore, appointed by the Faculty Executive Committee to examine the problem, gather information on present release time practices inside the libraries as well as at SUNY centers and other peer institutions and make recommendations regarding the use of release time in the SUNYAB Libraries to foster continued professional development and growth.

Literature Search - Relevant SUNYAB Documents

An examination of all relevant University documents was undertaken to determine if the issue of release time was treated directly or by implication in any of them. The policies of the SUNY Board of Trustees mentions only release time for sabbaticals, sick leave, etc., while the UUP contract covers release time for union activity only. There is however a relevant section in the Policies, Procedures and Criteria for Faculty Personnel Actions at SUNYAB (Reporter, 12/7/78, p. 2) where it states that all faculty are responsible for knowing what criteria will be used to evaluate them. This same passage also makes clear that it is the responsibility of the university to provide opportunities for the faculty to meet these criteria. "It is the responsibility of faculty to recognize these facts and to use talents and energies accordingly. It is also the responsibility of the university to ensure that the opportunities offered are consonant with its expectations." This makes it clear that the university has an obligation to provide support for our research and other professional activities.

The Bylaws of the SUNYAB Library Faculty also treat the responsibility of each unit head to account for the professional development of the library faculty members in the unit. "The Unit Head shall also see that the members of his Unit

Faculty have sufficient time alloted in their work schedules to carry out these parts of their assigned duties." Art. III. Sec. C.1.c. (p.17).

Literature Search - Release Time at Peer Institutions

In October 1977 a survey of ARL Libraries on Released Time for Research was conducted by the Faculty Affairs Committee of the Pennsylvania State University Libraries. The results of this survey were distributed to participating libraries and read carefully by the Task Force here at SUNYAB. These results were not encouraging. Most librarians at the institutions surveyed with faculty status work an 11 month year while their teaching faculty colleagues work only nine months. Few librarians with faculty status are offered a choice of contracts or receive regular release time for research. According to this survey, faculty status brings with it an increased expectation to engage in research, but in the case of most universities, this expectation is not met with release time or choice of contract.

Since the time of this 1977 survey the situation has changed in some libraries at peer institutions. Presently, at the University of Illinois at Urbana-Champaign, librarians are expected to publish in the same manner as teaching faculty. They are supported in this expectation, however, by a liberal policy of release time. One day per week or 20% of the librarian's daily working hours is to be set aside for research.[1] This time is to be spent at the discretion of the individual faculty member. No monitoring system is used, but each librarian knows that primary duties as well as publishing must be accomplished. Research support in the form of travel funds, staff support, supplies, etc. are provided as much as possible upon request to the library administration.

At Ohio State University librarians have also felt increased pressure to perform like teaching faculty with regard to research and publication.[2] In 1971 they formed an Advisory Committee on Research to promote research activity in the

library. Through the recommendation of this committee and action by the library administration, a policy for assigned research duty was adopted. At first, this research duty, which amounts to release time from daily duties during normal business hours to conduct research, was granted only upon application and required scrutiny of each application by a faculty committee and the library administration. This system was soon discarded as too cumbersome and each library faculty member's responsibilities were defined to include a 20% time allocation for research and professional development.

The same problem was encountered at the University of California-Davis[3] where librarians have found the need to engage in professional development activities. Support for this need has been obtained through the granting of up to 10% of daily working hours for such activities as research, attending or teaching classes etc.

Questionnaire for SUNYAB Library Faculty

To gather information on present release time practices in the SUNYAB University Libraries the Task Force began by examining all available job descriptions for library faculty to see if any had percentages of time allocated for professional development. It was found that job descriptions vary widely on this matter. While many library faculty had no time allocated in this area, some had up to 20% allocated for such things as "special assignments, additional administrative duties, keeping current with the literature, committee work, and professional service."

The Task Force decided to develop a questionnaire to explore the whole area of professional development activities. A list of activities was compiled by the committee including; reading professional literature for current awareness, research for publication, preparation of grant proposals, consulting for an outside institution, teaching a credit course, attending and working on projects for library, university, and National/State/regional committees, attending

National/State Regional conferences, attending classes directly or indirectly related to ones job, attending continuing education seminars, and pursuing an advanced degree. Under each activity, members of the library faculty were asked to indicate if they performed the activity during working hours, if they had to make up time spent at that activity, if they were allowed to perform that activity under current unit policy, if they had the time to pursue that activity, and if they felt they should be allowed to perform that activity during working hours. Information was also gathered on the time spent on work related activities, flexibility of working hours, and support and guidance in professional development activities. Questionnaires were distributed to the faculty, collected, and the results key punched, programmed for computer tabulation using the SPSS package and finally tabulated and cross tabulated on the campus computer. Results were then analyzed by members of the Task Force.

The questionnaire was sent to 65 faculty members; 40 responded for a response rate of 62%. The responding group seemed to be representative of the library faculty as a whole. Of the entire library faculty, 44% have tenure while 42.5% of the group returning the questionnaires had tenure. Unit breakdown was also similar to the libraries as a whole. A copy of the qeustionnaire with a breakdown of answers is included as an appendix to this report. The following discussion of the results will explore three main areas:

(1) How time is allocated

(2) Differences within and among units with regard to time structuring and support for professional development activities

(3) The priority attached to the various types of professional activities by the library faculty.

1. How Time is Allocated

With respect to the question of how time is allocated, it is apparent from the survey that librarians at SUNYAB are spending more than 37.5 hours per week accomplishing their immediate assigned duties. The average time spent was 42.5 hours per week with only 16% reporting an average of under 40 hours, and 13% working 50 hours per week. (Figure 1) There was also no correlation between the number of hours worked and the likelihood of engaging in professional development activities during working hours. Of these librarians working less than 40 hours per week, 50% did current awareness reading during business hours. Librarians working 50 hours per week had a 40% incidence of current awareness reading during business hours. There can be little doubt that requiring librarians to devote personal time to additional professional work beyond a 50 hour work week is not reasonable.

A particularly difficult problem identified through the survey is that a large number of library faculty do not have flexibility in scheduling when they work and are assigned to a particular location. This situation prevents librarians from having access to the collections and facilities of university or area libraries which are not open beyond normal business hours (9-5, Mon.-Fri.) or are located on another campus. Only 55% of the respondents felt they had the flexibility in scheduling needed to do research. A total of 82.5% of those responding indicated that there were certain hours they were assigned to a specific location and expected to be there. Assigned time varied from 10-40 hours as follows: 30% were assigned between 10-20 hours; 15% were assigned 20-30 hours; and 55% were assigned for 37.5 hours or more. (Figure 2)

Flexibility seemed to be an important determinant of participation in professional development activities. While similar numbers of tenured and untenured faculty participated in the various listed activities, there were marked differences between those assigned to a specific place for less than 30 hours and those

FIGURE 1

Hours Worked

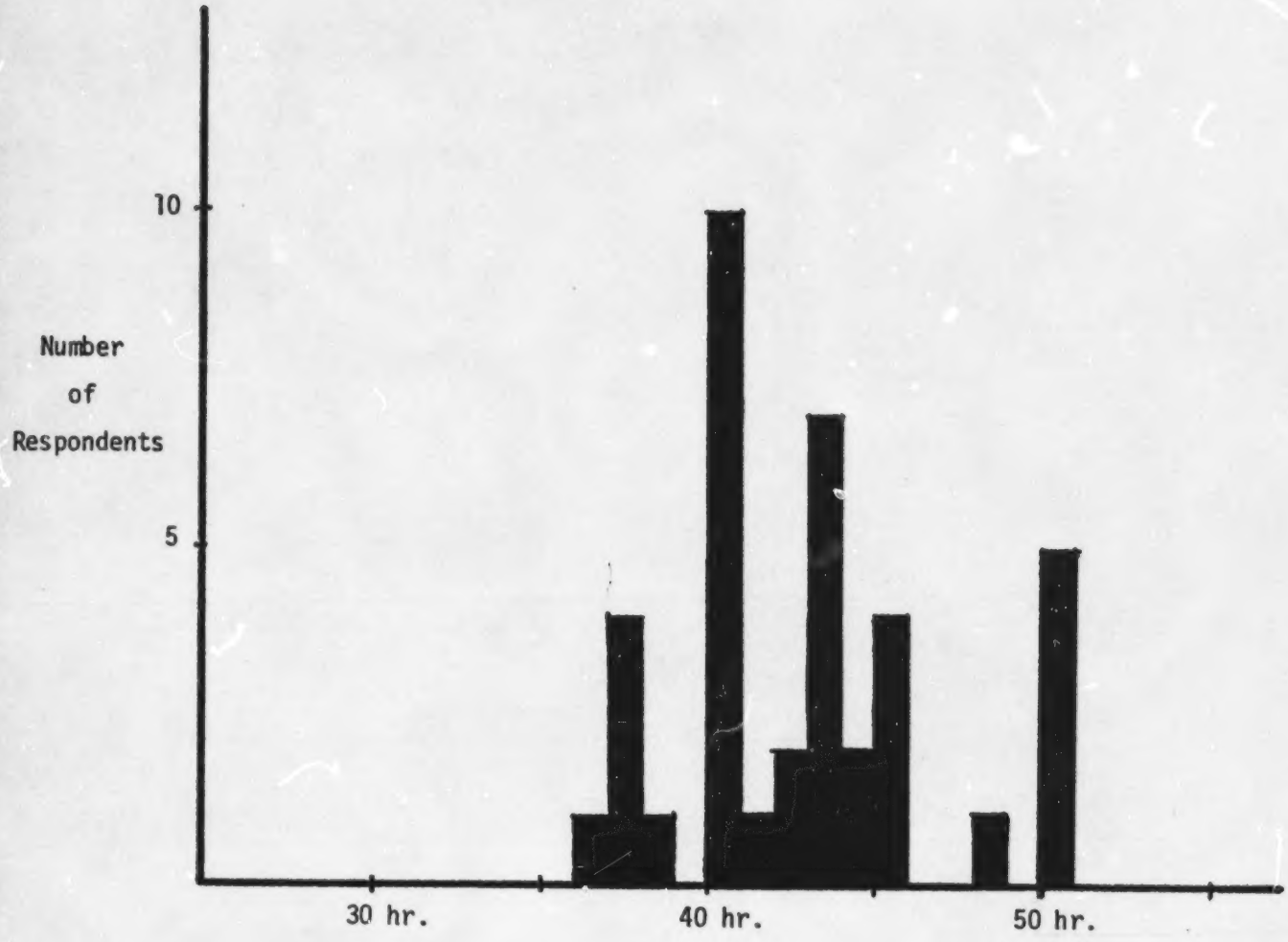
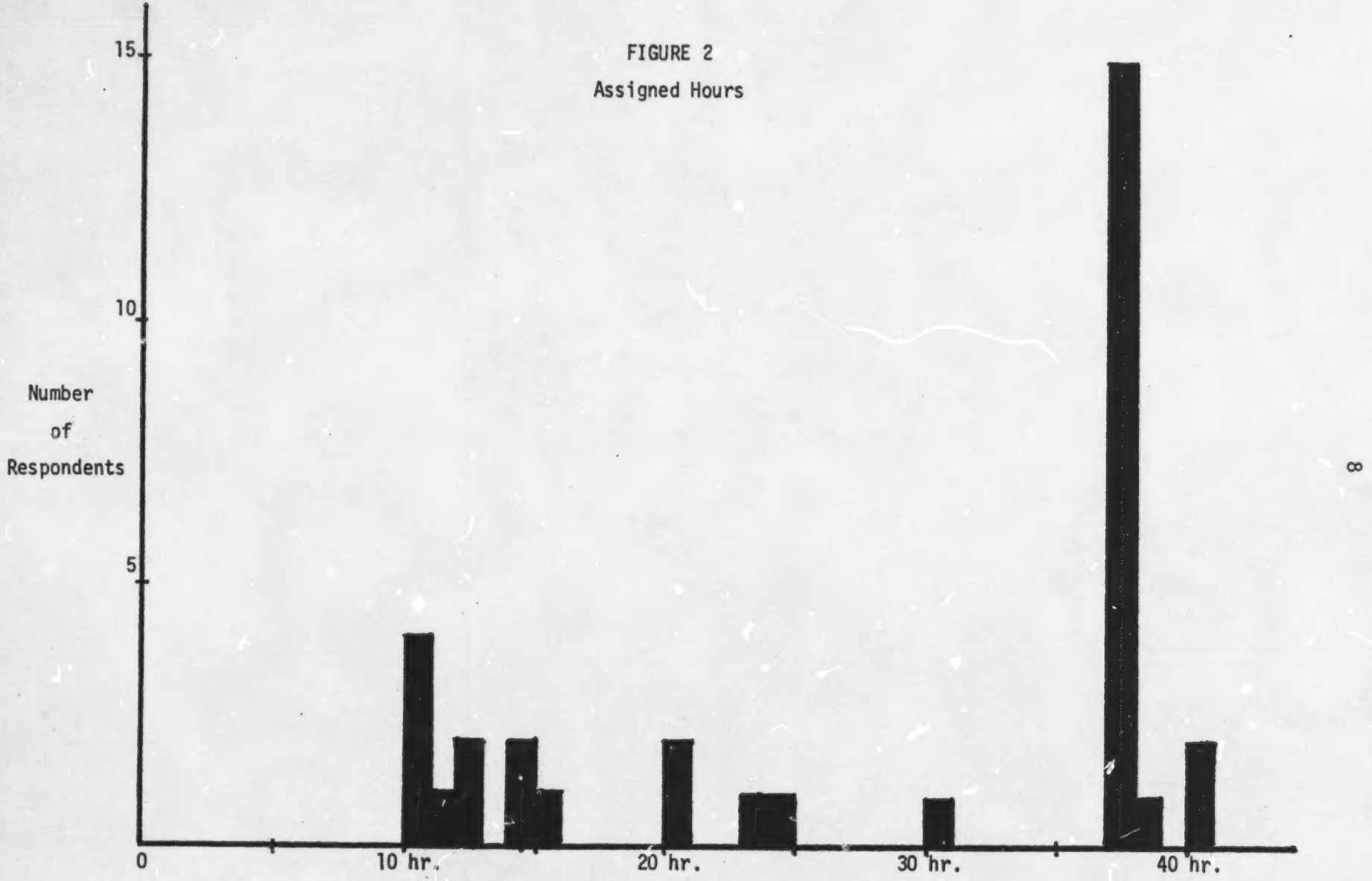


FIGURE 2

Assigned Hours



assigned for more than 30 hours. For most of the activities listed, those assigned to a specific location for less than 30 hours were twice as likely to perform that activity during working hours as those assigned to a specific location for more than 30 hours. This is especially disturbing in view of the fact that of those reporting they were assigned to a specific location less than 30 hours, 47% were untenured, while of those assigned to a location for more than 30 hours per week, 73% were untenured. It seems clear from these results, that SUNYAB librarians need more flexibility in arranging daily schedules as well as less time assigned to one specific location if they are to meet library faculty criteria for making professional contributions beyond their immediate assigned duties.

2. Time Structuring and Support for Professional Development Activities

It is obvious that there is a great deal of confusion as to individual unit policies on the question of time structuring to engage in professional development activities. According to the results of the questionnaire, many librarians simply do not know what they can and cannot do during the regular work week with regard to professional activities such as research for publication or pursuing advanced degrees. They also are unclear as to whether the unit will provide clerical help, supplies, computer time, etc. to support their professional endeavors not directly related to their assigned duties.

A list of professional activities was given on the questionnaire and respondents were asked if they were allowed to perform these activities during working hours under current unit policy. There were many listed activities where 25% or more of the respondents were unable to answer "yes" or "no". In only two activities were responses from the library faculty unanimous. There was general agreement that attending library and university committee meetings was allowed

during working hours. For each of the other listed activities, there was disagreement within the library faculty as to whether this was allowed during working hours.

Breaking down the answers to what was allowed under current unit policy on a unit by unit basis indicated that disagreement existed not only between units, but also within units. (Figure 3) The faculty of Lockwood Library, the largest unit surveyed, could agree on only two out of the 16 activities listed. CTS faculty could only agree on four out of 16. The relative agreement as to what was allowed in the smaller units may only be a result of the smaller number of responses rather than a better understanding of unit policy.

In the light of the variations as to unit policy, within units with a response rate large enough to show significant variation, it is not surprising that 52.5% responding librarians felt they had to say no to, or could not respond to the question, "Do you feel all librarians in your unit have the same opportunity to structure their time for professional development?"

There was also a good deal of confusion as to whether the University Libraries would provide other kinds of support for professional development activities. Given a list of other items of support; i.e., photocopying, clerical help, postage costs, student help, computer search costs, supplies and computer center costs, in most cases, over 25% of the librarians queried did not know if the libraries would provide these services. Of those answering there was again no agreement either between or within units as to what was provided, with the exception of CTS where all those answering felt the libraries would not underwrite any of the listed items. (Figure 4)

In view of the answers to the other questions, it was not surprising that only 10% of the respondents answered "yes" when asked "Do you feel that all librarians in the University Libraries have the same opportunity to structure their time for professional development?" There can be no question about the

FIGURE 3

Activities Allowed During Working Hours

Breakdown by Activity by Unit

For each unit, "yes" responses are indicated by solid bars ■ ; "no" responses are indicated by hashed bars ▥ , and number not replying is given by plain bars □ .

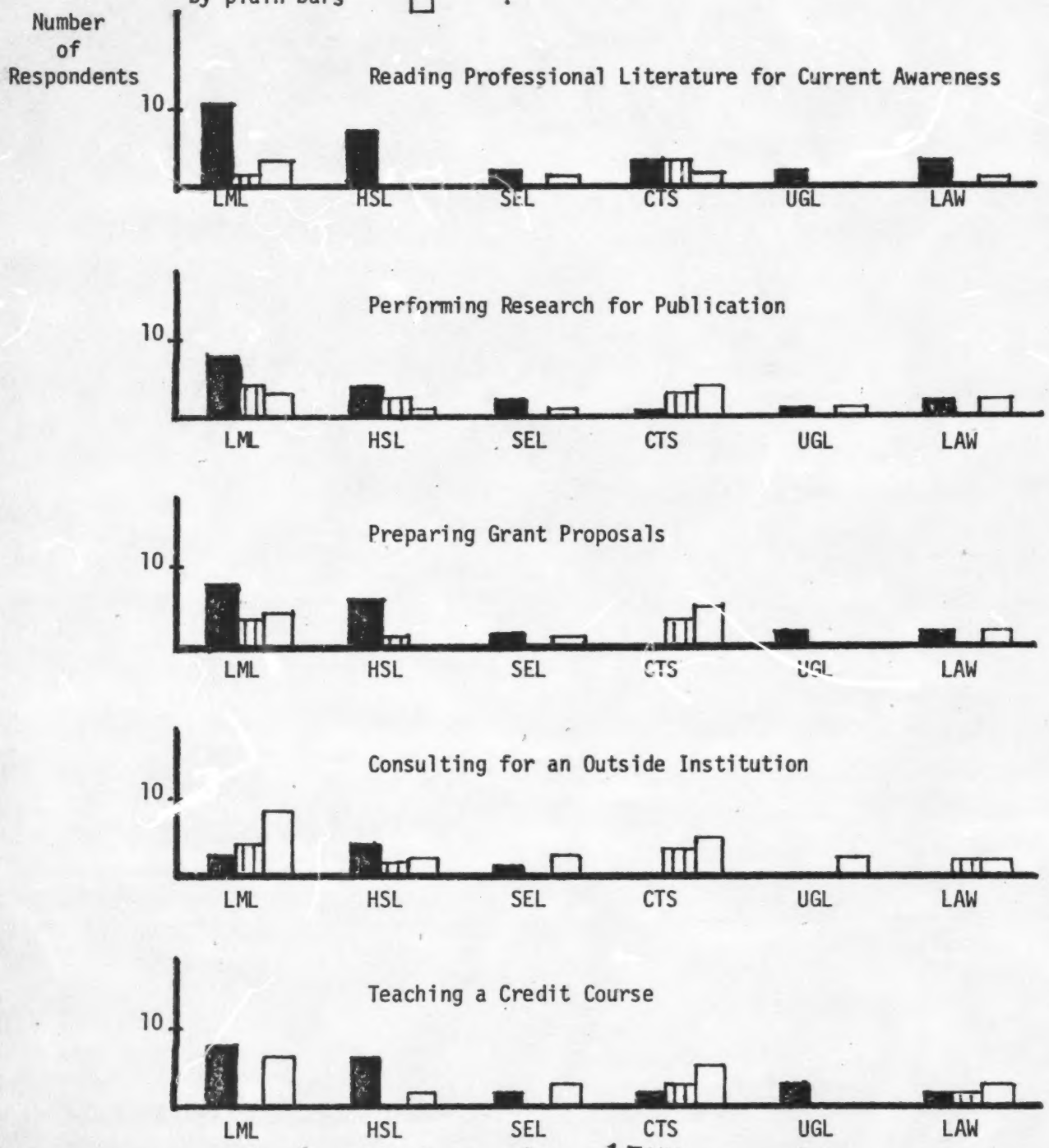


FIGURE 3 (Cont.)

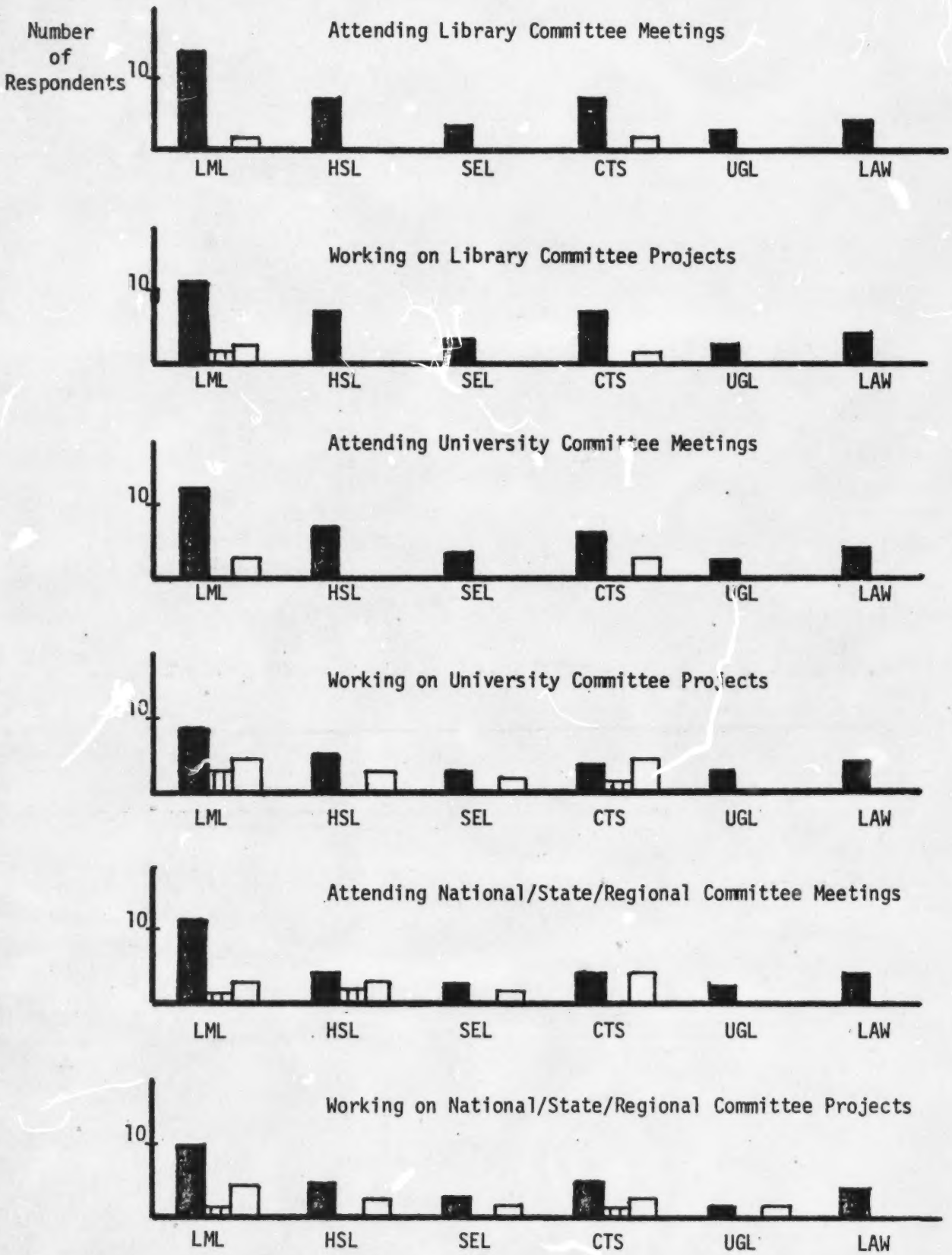


FIGURE 3 (Cont.)

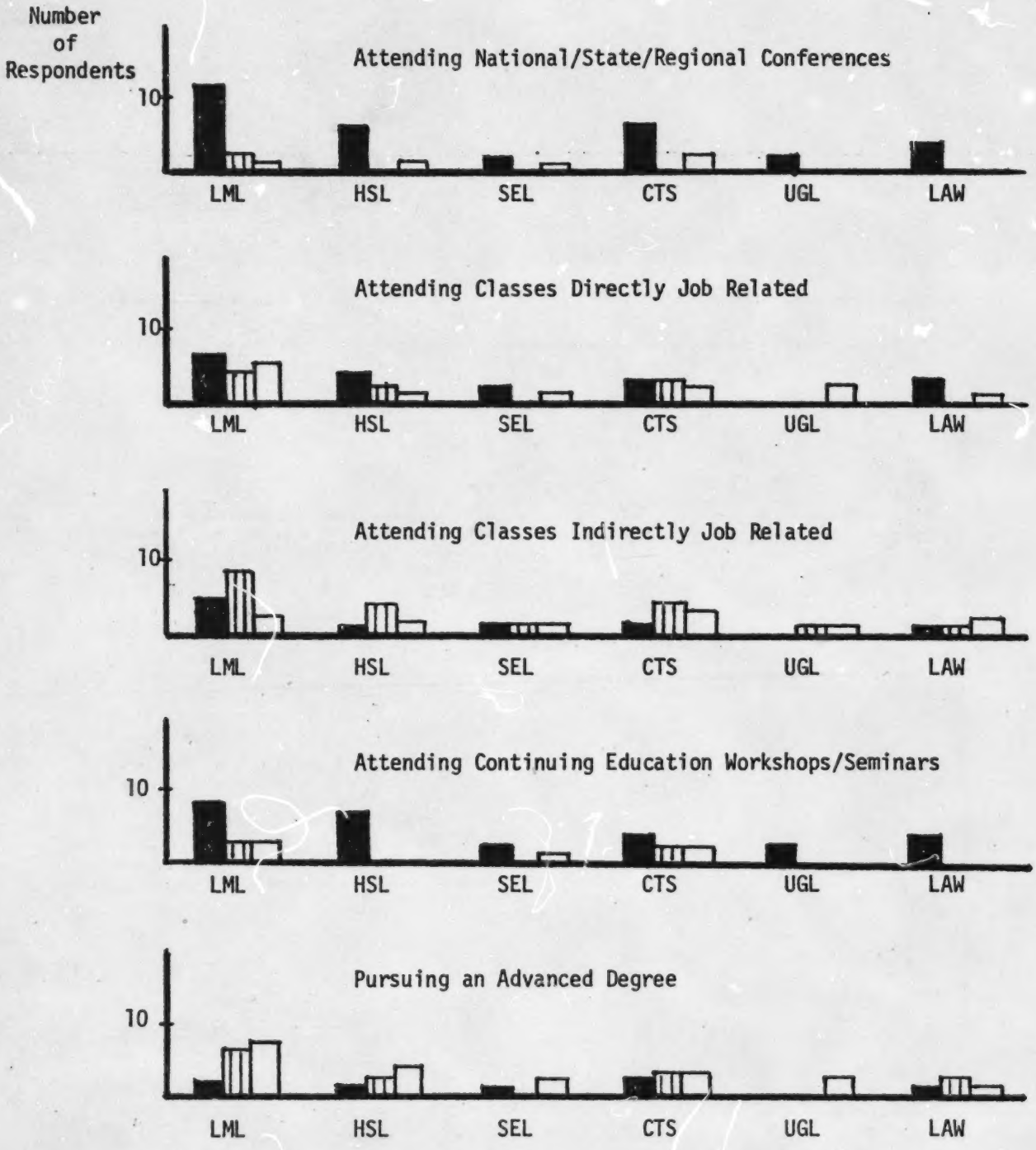
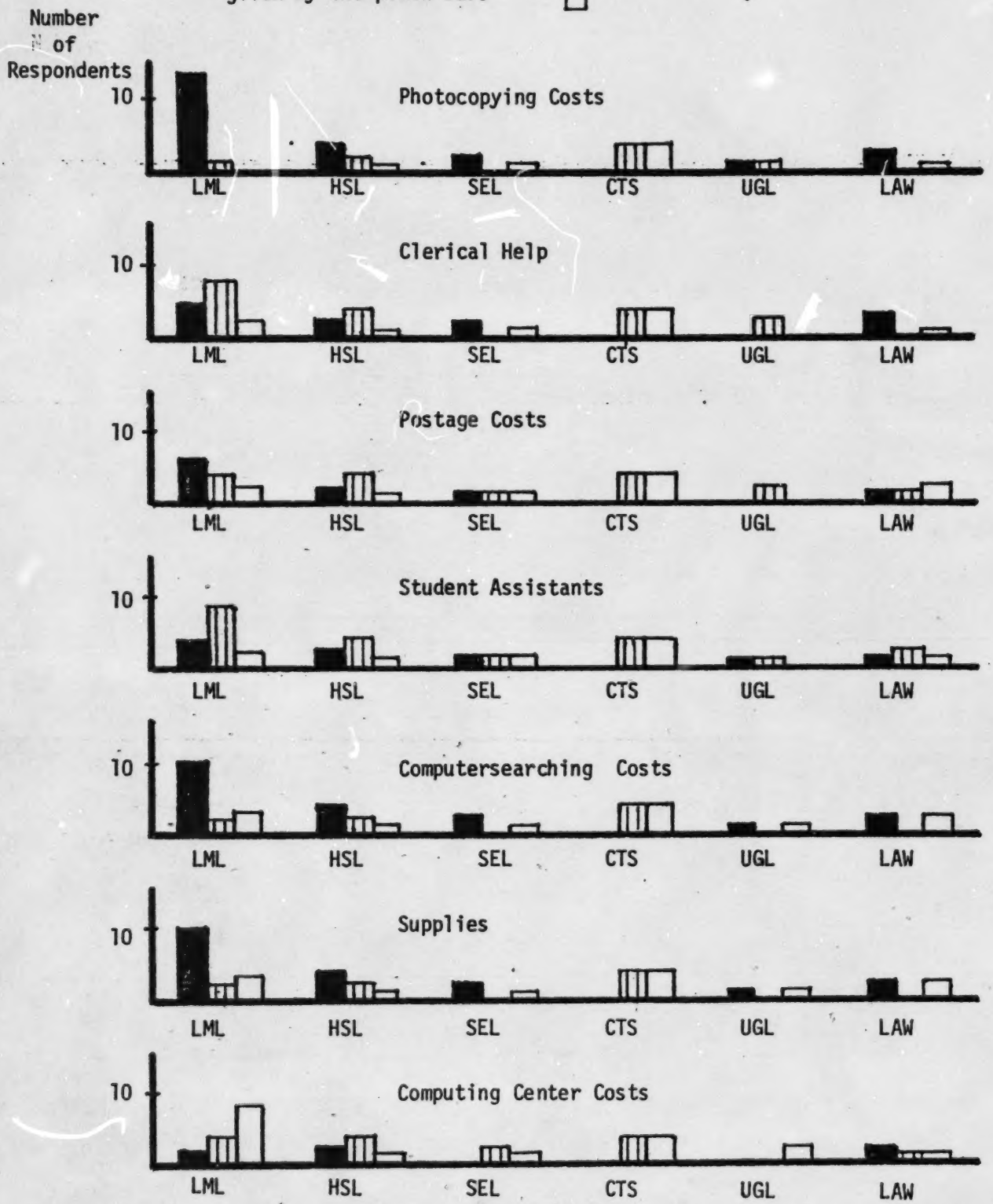


FIGURE 4

Library Support by Type by Unit

For each unit, "yes"replies are given by the solid bars ■ ,"no" replies are given by the hashed bars ▥ ,and number not replying is given by the plain bars □



existence of these inequalities in light of the unit by unit breakdown of responses to the questionnaire. "Do all librarians in the University Libraries actually have an equal opportunity to structure their time for professional development?" An analysis of the questionnaire answers provides a definite answer - NO.

3. The Priority Given to Various Professional Activities

The results of the survey clearly illustrate that SUNYAB librarians have relatively little time which is unstructured. The average response to the question, "How many hours per week are you assigned to a specific location?" was 27.7 hours. More than half of the respondents, 18, are required to be in one location for the entire 37.5 hour work week.

With little flexibility in scheduling their time, how do SUNYAB librarians spend the time that is available? Almost all of the respondents, 92.5%, found time to attend University Libraries' committee meetings during working hours. In contrast, only 27.5% found time to do research for publication. The commitment of time to committee related activities rather than to research related activities needs to be examined in the light of the present criteria for promotion and tenure as well as the interpretation of those criteria by the PRB. SUNYAB librarians seem to be devoting what little uncommitted time they find in their work day to an activity, i.e., attending and working on SUNYAB library committees, which is becoming less and less important as a professional activity. Other professional activities such as preparing grants, doing research for publication and national/state/regional committee work are becoming requisites for promotion and tenure while it is precisely these activities for which library faculty cannot find time in their work day.

The responsibility for this situation does not rest exclusively with the library faculty. In many cases librarians are unable to structure their time as they see appropriate because of restrictions placed on them by their unit heads. While under current unit policy, 95% of the respondents were able to attend library committee meetings, only 45% said they were able to do research for publication during regular working hours.

It cannot be expected, of course, that a librarian should do all his research during working hours. However, there is a need for more flexible work schedules for SUNYAB librarians in order to have the option to do some research during traditional working hours. Departments continue to function while librarians attend committee meetings; it is difficult to believe they would not function if these same librarians were spending some of their time doing research. It is incumbent upon the Libraries' administration to recognize that the greatest weight given to the criteria for promotion and tenure is on research and publication. External committee work is given some weight but not on the same level. Unless these weightings are recognized and acted upon through the provision of more flexible scheduling, actual release time for research and more support for research activities, fewer and fewer librarians will be granted tenure as each year passes.

Questionnaire for SUNYAB Library Unit Heads

The Task Force also prepared a questionnaire for the heads of SUNY Buffalo's various unit libraries. The purpose of the questionnaire was to survey the unit heads on this subject and elicit from these administrators their statements of unit policy on time structuring for professional development. We also tried to elicit their general understanding of the necessity for library faculty to engage in extra professional activities and be supported by the library administration in these endeavors.

The response to the survey of unit heads was most disappointing. Of the eight unit heads, only two sent a response, and neither of these completed the questionnaire. One sent a memo expressing regret that he could not reply because of his administrative position. The other sent a letter saying that he felt that he could not adequately respond by answering yes or no on the questionnaire. In his view, professional development is a highly individual matter, is usually very job related, and does not require "release time". With a small staff and heavy workload, release time for professional activities must take a second place to "efficient, effective library service." There was, therefore, no real response to this unit head questionnaire.

Unit Heads did however discuss the issue of release time among themselves and with the Director of Libraries at meetings of the Library Administrative Council. At these meetings, it apparently was decided that a single written University Libraries policy is needed on this issue. Unit heads were not going to respond individually to the Task Force's questionnaire but instead develop a written policy in consultation with the Director of Libraries. A text of this policy will not be available before the beginning of November, but the essence of it was communicated orally to the Task Force by the Director:

(1) The Libraries have a long record of flexibility allowing for release time in order to attend meetings, conferences, and do personal research.

(2) When a request for release time is made to a unit head, that person makes his decision based on the unit's workload. Smaller units will have to be especially resourceful in trying to redistribute the unit's workload when a faculty member is given release time.

(3) When workload redistribution is impossible in a unit, the unit head may request help from the Director or another unit head. These individuals may shift personnel to help the unit in need. The Director might be able to temporarily provide the unit with an empty line to provide the necessary librarians to maintain the service of the unit.

(4) The unit head may request either a formal or informal account of the meeting/conference attended or the research accomplished.

(5) If faculty members are denied a request made to unit head, appeals may be made to the Director to have the request reconsidered.

Survey of Other SUNY Center Libraries

In an effort to determine the policies of the other SUNY Center libraries on this issue, copies of the questionnaire designed for SUNY-Buffalo unit library heads were also sent to the directors of the libraries at the other three SUNY university centers: Albany, Binghamton, and Stony Brook. Multiple copies of the questionnaire were sent to each director to be distributed to the heads of unit libraries on each campus. The Director at Binghamton returned the questionnaire stating that as an administrator, she worked more than a 37.5 hour week and therefore could not respond to it. However, one person at Stony Brook, and three at Albany completed the survey.

Some of the observations made in these responses include the fact that it is the individual librarian's responsibility to be self-motivated in the area of professional growth. The librarians must not see themselves as mere hourly employees, but as true professionals, devoting time outside working hours to professional activities. Nevertheless, the library should support these activities as far as possible though there are no written policies regarding release time at either Albany or Stony Brook. Decisions are made on an ad-hoc basis at both universities. Release time is given at both libraries for meeting attendance as well as other activities. Individual applications for release time for a lengthy project are considered at both schools.

Summary and Task Force Recommendation

This university has clearly stated its expectations regarding professional contributions which are required for librarians to attain tenure and be promoted.

It is also clearly the obligation of individual librarians to understand the criteria by which they will be evaluated, to plan their work, and manage their time accordingly. This means that every librarian should be regarded as a professional. At the same time it is equally clear that the university is obligated in its own words "to ensure that the opportunities offered are consonant with its expectations." This means that all SUNYAB librarians must be given the opportunities and support necessary to make significant professional contributions.

Results of the survey of SUNY-Buffalo librarians show that we are already laboring under a heavy daily workload and spending an average of 42.5 hours per week on assigned duties, with a number spending 50 hours per week. Many librarians here, also, have little flexibility in arranging their schedules or engage in professional activities during working hours. Also, many librarians spend their entire week assigned to one location and, therefore, have no access to research facilities which operate only during business hours.

The policies of the unit libraries are unclear as well as unequal. Library faculty members do not know what kinds of professional activities are permissible during working hours or what kinds of support are provided for them by the library administration. Worse than this, there is a real discrepancy in equality of opportunity for release time among units, with CTS librarians in a clearly disadvantaged position here.

Therefore, the University Libraries Task Force to Study the Issue of Release Time makes the following recommendations:

(1) It is incumbant upon the individual library faculty member to understand the criteria for evaluation and make significant professional contributions beyond immediate duties. Librarians must also recognize that this requires an investment of personal time and energy. Library faculty must also request support for these activities from the library administration.

(2) The University Libraries administration must recognize its obligation to provide opportunities for librarians to meet criteria for professional development and make significant professional contributions.

(3) The library administration must adopt a clear, comprehensive policy on professional development for library faculty and release time to permit this development.

(4) This policy must provide at least a minimum level of opportunity for professional development, which should be either written into each library faculty member's job description or provided as a set part of each person's work week.

(5) There must be a maximum of flexibility provided to the library faculty member to arrange his/her daily schedule to suit their individual needs. In addition, librarians should be assigned to a specific work location as few hours as possible.

(6) There must be equality of opportunity among units so that all librarians who of necessity are evaluated by one set of criteria be given an equal opportunity to do so.

(7) Resources including clerical and student help, supplies, postage, travel money, computer time, etc. must be made available to the faculty to the greatest extent possible.

Footnotes

1 Conversation with Hugh Atkinson, Director of Libraries, Univ. of Illinois at Urbana-Champaign, September 10, 1979.

2 Miller, Susan L., et al. To be or not to be: an academic library research committee. Journal of Academic Librarianship, v. 2(1) pp. 20-24, 1976.

3 Inouye, Patricia C., et al. Professional development at the University of California-Davis, 1978. ERIC Document ED 156 187.

APPENDIX

A/1

To: Library Faculty Members

From: Libraries Task Force to study the issue of Release Time

Re: Library Faculty Questionnaire

We have been charged by the Faculty Executive Committee to gather information on present release time practices in the University Libraries. We are enclosing a questionnaire to survey the library faculty members. We would appreciate your prompt response. Please return to Marcia Zubrow, Law Library, O'Brian Hall, Amherst Campus by August 20, 1979.

SURVEY ON TIME STRUCTURING FOR PROFESSIONAL DEVELOPMENT

The following questionnaire is designed to collect data on how members of the library faculty structure time for professional development activities. The information collected on unit affiliation and tenure status will be used to correlate this data with possible patterns but not to identify individual respondents. ALL REPLIES WILL BE TREATED AS CONFIDENTIAL. Thank you for your help.

With which unit are you affiliated?

15	Lockwood	2	Undergraduate
7	Health Sciences	___	Music
3	Science & Engineering	4	Law
8	Central Technical Services	1	Special Collections Archives, Poetry/Rare Books

Are you, or when could you be tenured?

17	Tenured	5	within 2 - 4 years
9	within 2 years	8	over 4 years

How long have you worked in the university libraries in a professional capacity?

8	less than 2 years	8	6 to 8 years
9	2 to 4 years	___	8 to 10 years
4	4 to 6 years	11	over 10 years

Do you feel you are expected to work more than 37.5 hours per week to accomplish your assigned duties? 22 (55%) Yes 17 (43%) No

IF yes, how many additional hours per week are you expected to work? 2-15 hrs. 7 hr. (ave.)

How many hours per week do you actually work? 42 (ave.) 36 - 50

How many hours per week are you assigned to a specific location and expected to be there? 28 (ave.) 10 - 40

Please answer questions 1 - 5 for each activity listed below	(1) Do you perform this activity during regular working hours?			(2) If you perform this activity during regular working hours, do you have to make up the time?			(3) Under current unit policy are you allowed to perform this activity during working hours?			(4) In terms of your job responsibilities do you have time to perform this activity during working hours?			(5) Do you feel you should perform this activity during working hours?		
PROFESSIONAL SCHOLARSHIP	YES	NO		YES	NO		YES	NO		YES	NO		YES	NO	
1) Reading professional literature for current awareness	19	19	Some 2	1	22		29	4		10	28		26	11	Some 1
2) Research for publication	11	27		4	16		18	10	Approval 2	8	26	Some 2	25	11	
3) Preparing grant proposals	10	22		1	17		20	7	Approval 1	8	20	Some 2	26	7	
4) Consulting for an outside institution	3	24		4	6		7	10	Some 1	3	22	Some 1	13	16	
5) Teaching a credit course	17	13		2	15		19	3	Approval 2	10	17	Some 1	25	7	
COMMITTEE WORK AND CONFERENCES															
1) Attending library committee meetings	37	2		2	33	Some 2	38	—		26	10	Some 2	35	2	Some 1
2) Working on library committee projects	34	5		1	32	Some 2	36	1		21	14	Some 3	33	3	Some 1
3) Attending university committee meetings	28	7		1	26	Some 2	36	-		20	13	Some 3	32	3	Some 1

ease answer questions 5 for each activity sted below	(1) Do you perform this activity during regular working hours?		(2) If you perform this activity during regular working hours, do you have to make up the time?			(3) Under current unit policy are you allowed to perform this activity during working hours?			(4) In terms of your job responsibilities do you have time to perform this activity during working hours?			(5) Do you feel you should perform this activity during working hours?		
	YES	NO	YES	NO	Some	YES	NO	Approval	YES	NO	Some	YES	NO	Some
4) Working on university committee projects	11	11	2	19	2	26	3	1	10	17	3	26	2	1
5) Attending National/ State/Regional committee meetings	30	7	1	27	1	28	2	1	20	13	1	31	4	
6) Working on National/ State/Regional committee projects	19	16	2	22		24	2	1	12	20		24	8	
7) Attending National/State/ Regional conferences	35	3	1	33	1	32	2	1	24	11	1	32	3	
CONTINUING EDUCATION														
1) Attending classes directly related to your job	13	21	8	13		18	9	1	8	23		25	7	
Attending classes indirectly related to your job	6	31	13	5		9	19	1	4	29		10	24	
2) Attending continuing education workshop/ seminars	28	10	3	26		28	5		17	14		28	4	1
3) Pursuing an advanced degree	3	31	13	4		7	13		1	27		9	18	

1. If you went to a local library workshop or conference on a day when you would normally not be working, would you be given the time off on another day when you would normally be scheduled to work? 2 Yes 33 No

   Do you feel you should be given such time off? 9 Yes 30 No

2. How much control over your research projects do you feel that your supervisor should have? ___ large amount 25 none 11 some

3. Do you have flexible hours so that you can arrange to do research? 21 Yes 17 No

4. If you do research, are you supported by the University Libraries for:

			Some
photocopying	24 Yes	8 No	1
clerical help	12 Yes	18 No	1
postage costs	11 Yes	16 No	
student help	9 Yes	21 No	1
computersearching	18 Yes	8 No	1
supplies	28 Yes	9 No	1
computing center costs	6 Yes	15 No	

   Do you feel you should be given such support? 28 Yes 2 No 6 Some 1 Depending cost

5. How much of your work time, not including the time you spend attending library conferences, do you feel should be spent on research related activities? 0-30% 11 (ave) %

6. Is there a limit to the number of days that you can attend a conference on library time? 11 Yes 25 No

7. Is there a limit to the number of conferences you can attend per year? 8 Yes 27 No

8. Are you expected to report back to your supervisor on how you have spent time released from your regularly scheduled work hours?
   2 Formal Report 22 Informal Report 11 No Report 2 All

9. Do you feel all librarians in the University Libraries have the same opportunity to structure their time for professional development? 4 Yes 31 No

10. Do you feel all librarians in your unit have the same opportunity to structure their time for professional development? 19 Yes 19 No

11. Are you encouraged by your unit head to participate in professional development activities? 30 Yes 8 No

12. Do you feel you should be encouraged by your unit head to participate in such activities? 35 Yes 1 No

13. Do you think you are getting sufficient guidance in matters related to professional development? 17 Yes 17 No 1 None

    If no, from whom do you feel additional guidance should come? _____

    Unit Head 14
    Directors Office 9
    Peers, Faculty 9

14. What do you feel are the main purpose(s) of becoming involved in professional development activities? (check all responses you feel apply)

36	to improve yourself
32	to improve your library
28	to gain tenure
33	to contribute to the profession
6	other

Thank you for taking the time and trouble to answer this questionnaire. We would appreciate any additional comments you care to make on this subject.